

# KINDERGARTEN TEACHER QUESTIONNAIRE (SPRING)

## PART A

School ID#: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Teacher ID#: \_\_\_\_\_

Date Completed: \_\_\_\_/\_\_\_\_/\_\_\_\_

Prepared for the U.S. Department of Education  
National Center for Education Statistics

by Westat  
1650 Research Boulevard  
Rockville, Maryland 20850  
(301) 251-1500

### Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Dear Teacher,

This questionnaire asks about the characteristics of your class, and about the children in your class. Please write your answers directly on the questionnaire, by circling the appropriate number or by writing your response in the space provided.

Many of the questions ask that you respond separately for each kindergarten class that you teach -- half-day morning and/or afternoon or full-day.

- Report on **half-day morning and half-day afternoon classes** separately, in the appropriate columns.
- If you teach a **full-day class** (the same children are with you for the full day), please record your answers in only the full-day class column; do not report on the morning and afternoon sessions of the class separately.
- If you teach a class with a **day care** component, please report only on the instructional portion of the class, in the appropriate class column. For example, if the instructional portion of the class is held in the morning, and the day care portion in the afternoon, record your answers in the morning class column.

## DEFINITIONS

Reference is made to children with limited English proficiency (LEP), as well as English-as-a-second-language (ESL) and bilingual education programs throughout the questionnaire. For this study, the following definitions apply:

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children with limited English proficiency.

Thank you very much for your help.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0719. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208.

## CLASSROOM CHARACTERISTICS

	Morning class	Afternoon class	Full-day class
1. How many children have enrolled in and left your classroom <u>since October 1st</u> ? WRITE NUMBER ON LINE.			
a. Number of new children who enrolled in your class.....	_____	_____	_____
b. Number of children who left your class.....	_____	_____	_____
2. How many children in your class(es) have the following characteristics? WRITE NUMBER ON LINE.			
a. Are classified as Gifted and Talented.....	_____	_____	_____
b. Are participating in a Gifted and Talented program .....	_____	_____	_____
c. Are below grade level in their reading skills .....	_____	_____	_____
d. Are below grade level in their mathematics skills .....	_____	_____	_____
e. Are tardy, on an average day .....	_____	_____	_____
f. Are absent, on an average day.....	_____	_____	_____
3. How many children in your class(es) have a <u>diagnosed</u> physical or psychological disability and need special services? WRITE NUMBER ON LINE. IF 0, THEN GO TO QUESTION 6. IF NOT 0, GO TO QUESTION 4.			
Number of children who have a diagnosed physical or psychological disability .....	_____	_____	_____

4. How many of these children have the following disabilities? WRITE NUMBER ON LINE. COUNT EACH CHILD ONLY ONCE. CHILDREN WITH MORE THAN ONE DISABILITY CATEGORY SHOULD BE REPORTED AS HAVING MULTIPLE DISABILITIES OR DEAF-BLINDNESS, AS APPROPRIATE. IF NO CHILDREN IN YOUR CLASS(ES) HAVE A PARTICULAR DISABILITY, ENTER "0" ON THAT LINE.
- a. Communication impairments, speech impairments, language impairments.....
  - b. Learning disabilities .....
  - c. Serious emotional disturbances .....
  - d. Mental retardation .....
  - e. Developmental delay .....
  - f. Vision impairments .....
  - g. Hearing impairments.....
  - h. Orthopedic impairments.....
  - i. Other health impairments .....
  - j. Multiple disabilities .....
  - k. Autism .....
  - l. Traumatic brain injuries .....
  - m. Deaf-blindness .....
  - n. Other (SPECIFY) .....
- \_\_\_\_\_
- \_\_\_\_\_

Morning class	Afternoon class	Full-day class
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

IF YOU DO NOT TEACH ANY CHILDREN WITH A DISABILITY, GO TO QUESTION 6.

5. For how many of these children do the following apply? WRITE NUMBER ON LINE. IF THE STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS(ES), ENTER "0" ON THAT LINE.

- a. Are currently receiving special services or accommodations for their disabilities.....
- b. Have an Individualized Education Program (IEP) for children with disabilities .....
- c. Have a Section 504 plan .....
- d. Need more help than they are currently receiving.....

6. At this point in the school year, how would you rate the behavior of children in your class(es)? CIRCLE ONE FOR EACH CLASS YOU TEACH.

- a. Group misbehaves very frequently and is almost always difficult to handle.....
- b. Group misbehaves frequently and is often difficult to handle .....
- c. Group misbehaves occasionally .....
- d. Group behaves well .....
- e. Group behaves exceptionally well .....

Morning class	Afternoon class	Full-day class
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5

7. What languages are used for instruction in your class(es)? CIRCLE ALL THAT APPLY.
- a. No language other than English .....
  - b. Spanish .....
  - c. Vietnamese .....
  - d. Chinese .....
  - e. Japanese .....
  - f. Korean .....
  - g. A Filipino language .....
  - h. Another Asian language .....
  - i. Other language (SPECIFY): .....
- 

Morning class	Afternoon class	Full-day class
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

## CLASS ORGANIZATION AND RESOURCES

8. In a typical day, how much time do the children spend in the following activities?  
CIRCLE ONE NUMBER ON EACH LINE. DO NOT INCLUDE LUNCH OR RECESS BREAKS. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL CLASSES WHEN MARKING YOUR RESPONSES.

	No Time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities? .....	1	2	3	4	5
b. Teacher-directed small group activities? .....	1	2	3	4	5
c. Teacher-directed individual activities? .....	1	2	3	4	5
d. Child-selected activities? .....	1	2	3	4	5

9. Do you typically integrate two or more curriculum areas around common or unifying themes (e.g., using math and science concepts in the same unit of study or using arts and social studies in the same unit of study)? CIRCLE ONE NUMBER.

Yes ..... 1  
No ..... 2

10. How **often** AND **how much time** do children in your class(es) usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

	How Often					How Much Time			
	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily	1-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a. Reading and language arts	1	2	3	4	5	1	2	3	4
b. Mathematics	1	2	3	4	5	1	2	3	4
c. Social studies	1	2	3	4	5	1	2	3	4
d. Science	1	2	3	4	5	1	2	3	4
e. Music	1	2	3	4	5	1	2	3	4
f. Art	1	2	3	4	5	1	2	3	4
g. Dance/creative movement	1	2	3	4	5	1	2	3	4
h. Theater/creative dramatics	1	2	3	4	5	1	2	3	4
i. Foreign language	1	2	3	4	5	1	2	3	4
j. English-as-a-second-language (ESL)	1	2	3	4	5	1	2	3	4

11. How many times each week do children in your class(es) usually have physical education. CIRCLE ONE NUMBER.

Never..... 1 (SKIP TO 13)  
 Less than once a week ..... 2  
 Once or twice a week ..... 3  
 Three or four times a week ..... 4  
 Daily ..... 5

12. How much time each day do children in your class(es) usually spend when they participate in physical education? CIRCLE ONE NUMBER.

Do not participate in physical education . 1  
 1-15 minutes/day..... 2  
 16-30 minutes/day..... 3  
 31-60 minutes/day..... 4  
 More than 60 minutes/day..... 5

13. How many days a week do children have recess? WRITE NUMBER ON LINE.

\_\_\_\_\_ Days

14. Between the starting bell and the dismissal bell, how many times a day do children have recess? CIRCLE ONE NUMBER.

Once..... 1  
 Twice ..... 2  
 Three or more times..... 3

15. In a typical day, how much time does your class spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes
a. Lunch.....	1	2	3	4
b. Recess.....	1	2	3	4

16. How often do you divide your class(es) into achievement groups for reading and math activities or lessons? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily
a. Reading .....	1	2	3	4	5
b. Math.....	1	2	3	4	5



17. On days when you use achievement grouping, how many groups do you have and how many minutes per day are your class(es) usually divided into achievement groups for reading and math activities or lessons? WRITE NUMBERS ON LINES BELOW, AND CIRCLE ONE NUMBER ON EACH LINE. IF YOU DO NOT USE ACHIEVEMENT GROUPING IN THE SUBJECT LISTED, PLEASE WRITE "0" ON THE LINE AND SKIP TO THE NEXT QUESTION.

	Number of achievement groups	1-15 minutes/day	16-30 minutes/day	31-60 minutes/day	More than 60 minutes/day
a. Reading .....	_____	1	2	3	4
b. Math.....	_____	1	2	3	4

18. How often do children in your class(es) who need more help with reading receive the following kinds of services while at school? CIRCLE ONE NUMBER ON EACH LINE AND WRITE IN THE AVERAGE NUMBER OF MINUTES PER SESSION, NOT COUNTING TIME SPENT MOVING BETWEEN CLASS AND THE SERVICE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily	Minutes per session
a. Extra individual assistance from you .....	1	2	3	4	5	
b. Individual tutoring from an aide or volunteer.....	1	2	3	4	5	
c. Individual tutoring by a specialist.....	1	2	3	4	5	
d. Pull-out instruction in small groups .....	1	2	3	4	5	
e. Other (SPECIFY) .....	1	2	3	4	5	
_____						
_____						

19. How often do the children in your class(es) do the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	No library or media center in this school	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Go to the school library or media center .....	0	1	2	3	4	5
b. Borrow materials from the library or media center.....	0	1	2	3	4	5

20. How many paid aides assist you in any of your classes? RECORD NUMBER ON LINE. IF 0, GO TO QUESTION 26.

\_\_\_\_\_ NUMBER

21. How many hours a week do different types of paid aides usually assist in your class(es) in the following ways? WRITE THE NUMBER OF HOURS IN THE APPROPRIATE BOXES BELOW.

	<b>Regular aides</b>	<b>Special Education aides</b>	<b>ESL or Bilingual Education aides</b>
a. Working directly with children on instructional tasks .....	hrs/day	hrs/day	hrs/day
b. Doing non-instructional work (e.g., photocopying, preparing materials, etc.) .....	hrs/day	hrs/day	hrs/day

PLEASE RESPOND TO QUESTIONS 22 THROUGH 25 FOR THE AIDE WHO SPENDS THE MOST TIME IN EACH OF YOUR CLASS(ES).

	<b>Morning class</b>	<b>Afternoon class</b>	<b>Full-day class</b>
22. Is the aide's first language English? CIRCLE ONE FOR EACH CLASS.			
Yes .....	1	1	1
No .....	2	2	2
23. How well does the aide speak English? CIRCLE ONE FOR EACH CLASS.			
Not at all well .....	1	1	1
Not well .....	2	2	2
Well .....	3	3	3
Very well .....	4	4	4
24. What is the highest level of education completed by your aide(s)? CIRCLE THE HIGHEST LEVEL COMPLETED FOR EACH CLASS.			
High school diploma or GED .....	1	1	1
AA in early childhood education .....	2	2	2
BA or BS in elementary education .....	3	3	3
Working on a bachelor's degree .....	4	4	4
Don't Know .....	5	5	5
Other (SPECIFY) .....	6	6	6

25. Which certifications does your aide have? CIRCLE THE HIGHEST LEVEL COMPLETED.

Elementary Education .....  
 Early Childhood Education.....  
 Currently working on a teaching credential.....  
 Don't Know .....  
 Other (SPECIFY) .....

Morning class	Afternoon class	Full-day class
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5

26. In general, how adequate is each of the following for your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	I don't use these at this grade level	Never adequate	Often not adequate	Sometimes not adequate	Always adequate
a. Textbooks .....	1	2	3	4	5
b. Tradebooks.....	1	2	3	4	5
c. Wookbooks and practice sheets .....	1	2	3	4	5
d. Manipulatives (e.g., blocks, puzzles) .....	1	2	3	4	5
e. Audiovisual equipment (e.g., VCR).....	1	2	3	4	5
f. Videotapes and films .....	1	2	3	4	5
g. Computer equipment .....	1	2	3	4	5
h. Computer software .....	1	2	3	4	5
i. Paper and pencils .....	1	2	3	4	5
j. Ditto or photocopier equipment .....	1	2	3	4	5
k. Art materials, paints, clays....	1	2	3	4	5
l. Musical instruments.....	1	2	3	4	5
m. Musical recordings.....	1	2	3	4	5
n. Materials for teaching LEP children .....	1	2	3	4	5
o. Materials for teaching children with disabilities .....	1	2	3	4	5
p. Heat and air-conditioning.....	1	2	3	4	5
q. Classroom space .....	1	2	3	4	5
r. Child-sized furniture.....	1	2	3	4	5

27. How often do your children use the following materials or resources in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not available	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Art materials .....	0	1	2	3	4	5	6
b. Musical instruments...	0	1	2	3	4	5	6
c. Costumes for creative dramatics/theater .....	0	1	2	3	4	5	6
d. Cooking or food related items .....	0	1	2	3	4	5	6
e. Books and other written materials in children's first language (for non- English speakers) .....	0	1	2	3	4	5	6
f. VCR .....	0	1	2	3	4	5	6
g. TV for watching broadcast programs...	0	1	2	3	4	5	6
h. Record, tape, or CD player .....	0	1	2	3	4	5	6
i. Science equipment (e.g., magnifying glass, scales, thermometers) .....	0	1	2	3	4	5	6

## INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

28. How often do children in this class do each of the following **READING** and **LANGUAGE ARTS** activities? **CIRCLE ONE NUMBER ON EACH LINE.**

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Work on learning the names of the letters .....	1	2	3	4	5	6
b. Practice writing the letters of the alphabet .....	1	2	3	4	5	6
c. Discuss new or difficult vocabulary .....	1	2	3	4	5	6
d. Dictate stories to a teacher, aide, or volunteer .....	1	2	3	4	5	6
e. Work on phonics .....	1	2	3	4	5	6
f. Listen to you read stories where they see the print (e.g., Big Books) .....	1	2	3	4	5	6
g. Listen to you read stories but they don't see the print.....	1	2	3	4	5	6
h. Retell stories .....	1	2	3	4	5	6
i. Read aloud .....	1	2	3	4	5	6
j. Read from basal reading texts .....	1	2	3	4	5	6
k. Read silently .....	1	2	3	4	5	6
l. Work in a reading workbook or on a worksheet .....	1	2	3	4	5	6
m. Write words from dictation, to improve spelling .....	1	2	3	4	5	6
n. Write with encouragement to use invented spellings, if needed.....	1	2	3	4	5	6
o. Read books they have chosen for themselves .....	1	2	3	4	5	6
p. Compose and write stories or reports .....	1	2	3	4	5	6
q. Do an activity or project related to a book or story ....	1	2	3	4	5	6
r. Publish their own writing .....	1	2	3	4	5	6
s. Perform plays and skits.....	1	2	3	4	5	6
t. Write stories in a journal .....	1	2	3	4	5	6

	<b>Never</b>	<b>Once a month or less</b>	<b>Two or three times a month</b>	<b>Once or twice a week</b>	<b>Three or four times a week</b>	<b>Daily</b>
u. See/hear stories from story tellers or other artists .....	1	2	3	4	5	6
v. Work in mixed-achievement groups on language arts activities.....	1	2	3	4	5	6
w. Peer tutoring .....	1	2	3	4	5	6

29. For this school year as a whole, please indicate how each of the following **READING** and **LANGUAGE ARTS** skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Conventions of print (left to right orientation, book holding) .....	1	2	3	4	5	6	7
b. Alphabet and letter recognition .....	1	2	3	4	5	6	7
c. Matching letters to sounds .....	1	2	3	4	5	6	7
d. Writing own name (first and last) .....	1	2	3	4	5	6	7
e. Rhyming words and word families .....	1	2	3	4	5	6	7
f. Reading multi-syllable words, like adventure .....	1	2	3	4	5	6	7
g. Common prepositions such as over and under, up and down .....	1	2	3	4	5	6	7
h. Identifying the main idea and parts of a story .....	1	2	3	4	5	6	7
i. Making predictions based on text .....	1	2	3	4	5	6	7
j. Using context cues for comprehension .....	1	2	3	4	5	6	7
k. Communicating complete ideas orally .....	1	2	3	4	5	6	7
l. Remembering and following directions that include a series of actions .....	1	2	3	4	5	6	7
m. Using capitalization and punctuation .....	1	2	3	4	5	6	7
n. Composing and writing complete sentences .....	1	2	3	4	5	6	7
o. Composing and writing stories with an understandable beginning, middle, and end .....	1	2	3	4	5	6	7
p. Conventional spelling .....	1	2	3	4	5	6	7

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
q. Vocabulary .....	1	2	3	4	5	6	7
r. Alphabetizing .....	1	2	3	4	5	6	7
s. Reading aloud fluently .....	1	2	3	4	5	6	7

30. To what extent do you agree with the following statement? "Children should be encouraged to use invented spelling if they do not know the correct spelling of a word." CIRCLE ONE NUMBER.

Strongly disagree ..... 1  
 Disagree..... 2  
 Neither agree nor disagree ..... 3  
 Agree..... 4  
 Strongly agree..... 5



31. How often do children in this class do each of the following **MATH** activities? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Count out loud .....	1	2	3	4	5	6
b. Work with geometric manipulatives .....	1	2	3	4	5	6
c. Work with counting manipulatives to learn basic operations .....	1	2	3	4	5	6
d. Play math-related games .....	1	2	3	4	5	6
e. Use a calculator for math .....	1	2	3	4	5	6
f. Use music to understand math concepts .....	1	2	3	4	5	6
g. Use creative movement or creative drama to understand math concepts .....	1	2	3	4	5	6
h. Work with rulers, measuring cups, spoons, or other measuring instruments.....	1	2	3	4	5	6
i. Explain how a math problem is solved.....	1	2	3	4	5	6
j. Engage in calendar-related activities .....	1	2	3	4	5	6
k. Do math worksheets .....	1	2	3	4	5	6
l. Do math problems from their textbooks .....	1	2	3	4	5	6
m. Complete math problems on the chalkboard .....	1	2	3	4	5	6
n. Solve math problems in small groups or with a partner .....	1	2	3	4	5	6
o. Work on math problems that reflect real-life situations .....	1	2	3	4	5	6
p. Work in mixed achievement groups on math activities .....	1	2	3	4	5	6
q. Peer tutoring .....	1	2	3	4	5	6

32. For this school year as a whole, please indicate how each of the following **MATH** skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Correspondence between number and quantity.....	1	2	3	4	5	6	7
b. Writing all numbers between 1 and 10 .....	1	2	3	4	5	6	7
c. Counting by 2s, 5s, and 10s .....	1	2	3	4	5	6	7
d. Counting beyond 100 .....	1	2	3	4	5	6	7
e. Writing all numbers between 1 and 100 .....	1	2	3	4	5	6	7
f. Recognizing and naming geometric shapes .....	1	2	3	4	5	6	7
g. Identifying relative quantity (e.g., equal, most, less, more) .....	1	2	3	4	5	6	7
h. Sorting objects into subgroups according to a rule .....	1	2	3	4	5	6	7
i. Ordering objects by size or other properties .....	1	2	3	4	5	6	7
j. Making, copying, or extending patterns .....	1	2	3	4	5	6	7
k. Recognizing the value of coins and currency .....	1	2	3	4	5	6	7
l. Adding single-digit numbers.....	1	2	3	4	5	6	7
m. Subtracting single-digit numbers.....	1	2	3	4	5	6	7
n. Place value .....	1	2	3	4	5	6	7
o. Reading two-digit numbers.....	1	2	3	4	5	6	7
p. Reading three-digit numbers.....	1	2	3	4	5	6	7
q. Mixed operations (e.g., $4+3-2=5$ ) .....	1	2	3	4	5	6	7
r. Reading simple graphs.....	1	2	3	4	5	6	7

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
s. Performing simple data collection and graphing.....	1	2	3	4	5	6	7
t. Fractions (e.g., recognizing that $\frac{1}{4}$ of a circle is colored).....	1	2	3	4	5	6	7
u. Ordinal numbers (e.g., first, second, third).....	1	2	3	4	5	6	7
v. Using measuring instruments accurately.....	1	2	3	4	5	6	7
w. Telling time .....	1	2	3	4	5	6	7
x. Estimating quantities .....	1	2	3	4	5	6	7
y. Adding two-digit numbers.....	1	2	3	4	5	6	7
z. Carrying numbers in addition .....	1	2	3	4	5	6	7
aa. Subtracting two-digit numbers without regrouping .....	1	2	3	4	5	6	7
bb. Estimating probability .....	1	2	3	4	5	6	7
cc. Writing math equations to solve word problems .....	1	2	3	4	5	6	7

33. How often do children in your class(es) use computers for the following purposes? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. To learn reading, writing, or spelling.....	1	2	3	4	5	6
b. To learn math.....	1	2	3	4	5	6
c. To learn social studies concepts .....	1	2	3	4	5	6
d. To learn science concepts .....	1	2	3	4	5	6
e. To learn keyboarding skills .....	1	2	3	4	5	6
f. To create art .....	1	2	3	4	5	6
g. To compose and/or to perform music .....	1	2	3	4	5	6
h. For enjoyment (e.g., games).....	1	2	3	4	5	6
i. To access information (e.g., to connect to Internet or local network).....	1	2	3	4	5	6

34. For this school year as a whole, please indicate how each of the following **SCIENCE** or **SOCIAL STUDIES** topics or skills is taught in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Human body .....	1	2	3	4	5	6	7
b. Plants and animals .....	1	2	3	4	5	6	7
c. Dinosaurs and fossils .....	1	2	3	4	5	6	7
d. Solar system and space .....	1	2	3	4	5	6	7
e. Weather (e.g., rainy, sunny) .....	1	2	3	4	5	6	7
f. Understand and measure temperature .....	1	2	3	4	5	6	7
g. Water .....	1	2	3	4	5	6	7
h. Sound .....	1	2	3	4	5	6	7
i. Light .....	1	2	3	4	5	6	7
j. Magnetism and electricity .....	1	2	3	4	5	6	7
k. Machines and motors .....	1	2	3	4	5	6	7
l. Tools and their uses .....	1	2	3	4	5	6	7
m. Health, safety, nutrition, and personal hygiene .....	1	2	3	4	5	6	7
n. Important figures and events in American history .....	1	2	3	4	5	6	7
o. Community resources (e.g., grocery store, police) .....	1	2	3	4	5	6	7
p. Map-reading skills .....	1	2	3	4	5	6	7
q. Different cultures .....	1	2	3	4	5	6	7
r. Reasons for rules, laws, and government .....	1	2	3	4	5	6	7
s. Ecology .....	1	2	3	4	5	6	7
t. Geography .....	1	2	3	4	5	6	7
u. Scientific method .....	1	2	3	4	5	6	7
v. Social-problem solving .....	1	2	3	4	5	6	7

## PARENT INVOLVEMENT

35. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class(es) during the school year? CIRCLE ONE NUMBER.

No conferences..... 1  
 One conference..... 2  
 Two conferences..... 3  
 Three or more conferences..... 4

36. What percent of children in your class(es) have parents who participate in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1-25%	26-50%	51-75%	76% or more
a. Attend teacher-parent conferences .....	1	2	3	4	5
b. Volunteer regularly to help in your classroom or another part of the school .....	1	2	3	4	5
c. Attend open houses or parties.....	1	2	3	4	5
d. Attend art/music events or demonstration .....	1	2	3	4	5

37. In a typical week, about how many total hours do volunteer(s) assist with your class(es)? IF THERE ARE TWO OR MORE VOLUNTEERS, PLEASE ADD UP THEIR WEEKLY HOURS. WRITE NUMBER ON LINE.

	Morning class	Afternoon class	Full-day class
Total number of hours per week .....	_____	_____	_____

38. During this school year, how many times have you done the following? CIRCLE ONE NUMBER ON EACH LINE.

	Never	One to two times	Three to five times	Six to ten times	10-14 times	15 or more times
a. Sent home letters, newsletters, or other notices addressed to all parents.....	1	2	3	4	5	6
b. Shared portfolios or other collections of children's work for parents to see .....	1	2	3	4	5	6

## SCHOOL and STAFF ACTIVITIES

39. How often have you participated in the following school-related activities since the beginning of the year? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Meeting with other teachers to discuss lesson planning ....	1	2	3	4	5	6
b. Meeting with other teachers to discuss curriculum development .....	1	2	3	4	5	6
c. Meeting with other teachers or specialists to discuss individual children .....	1	2	3	4	5	6
d. Meeting with the special education teacher or service providers to discuss and plan for the children with disabilities in my class(es) .....	1	2	3	4	5	6

40. In which of the following staff development and training activities have you participated during the current academic year? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Three or more inservice training days .....	1	2
b. Workshops involving study groups or small-group problem solving ....	1	2
c. Direct instruction from an outside consultant on a specific topic .....	1	2
d. Peer observation and feedback .....	1	2
e. Follow-up support for a teacher trying out new skills and knowledge in the classroom.....	1	2
f. Visits to, or observations of, other schools .....	1	2
g. Release time for attending early childhood professional conferences	1	2
h. Enrollment in college or university courses .....	1	2
i. Workshops on computers and technology in the classroom .....	1	2
j. Other (SPECIFY) .....	1	2

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41. To what extent do you agree with the following statements?

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a. I am adequately trained to teach the children with disabilities who are in my class .....	1	2	3	4	5
b. Inclusion of children with disabilities in my class has worked well.....	1	2	3	4	5

**DATE QUESTIONNAIRE COMPLETED:**      \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Month Day Year